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AUTHOR	Tejeda, Carlos, Ed.; Martinez, Corinne, Ed.; Leonardo, Zeus, Ed.
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ABSTRACT

In many areas of education, Chicanos and Latinos have the lowest achievement and attainment of the major ethnic groups in the United States. In contrast to various deficit theories, this book argues that the Hispanic educational experience and outcomes can only be understood in relation to the development of U.S. and global capitalism and the institutionalization of class and race relations in U.S. society. Following an introduction "Critical Multiculturalism and Globalization: Transgressive Pedagogies in Gringolandia, Cueste Lo Que Cueste" (Peter McLaren, Ramin Farahmandupur), the chapters are: (1) "Toward a Critical Race Theory of Chicana and Chicano Education" (Daniel G. Solorzano, Tara J. Yosso); (2) "Historical Struggles for Educational Equity: Setting the Context for Chicana/o Schooling Today" (Dolores Delgado Bernal); (3) "Transcending Deficit Thinking about Latinos' Parenting Styles: Toward an Ecocultural View of Family Life" (Angela Arzubiaga, Miguel Ceja, Alfredo J. Artiles); (4) "Betwixt and Between: An Introduction to the Politics of Identity" (Zeus Leonardo); (5) "Spatialized Understandings of the Chicana(o)/Latina(o) Educational Experience: Theorizations of Space and the Mapping of Educational Outcomes in Los Angeles" (Carlos Tejeda); (6) "Mapping the Problematics of 'Race': A Critique of Chicano Education Discourse" (Antonia Darder, Rodolfo D. Torres); (7) "Redefinitions and Identity: Lessons from Critical Basic Literacy Programs" (Concepcion M. Valadez, Marcos A. Cajina); (8) "Rethinking Literacy and Curriculum Reform for Chicana/Chicano Students" (Corinne Martinez); and (9) "The Crisis in Latino Education: The Norming of America" (Kris Gutierrez, Patricia Baquedano-Lopez, Hector H. Alvarez). (Contains references in each chapter and author and subject indexes.) (SV)

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